

1966

A Survey of Student Opinions of the Guidance Program at Arlington High School

William Le Roy Myers

Eastern Illinois University

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A SURVEY OF STUDENT OPINIONS OF THE GUIDANCE PROGRAM

AT

ARLINGTON HIGH SCHOOL

(TITLE)

BY
WILLIAM LE ROY MYERS

BACHELOR OF SCIENCE IN EDUCATION DEGREE

EASTERN ILLINOIS UNIVERSITY

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YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

2 Aug 66
DATE

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Chapter I

INTRODUCTION

In recent years a number of studies have been conducted to determine if individuals outside of counseling perceive counseling and guidance as we do.

It is the counselor's responsibility to provide ~~maximum~~ benefit for the individuals that a guidance program is developed for; generally three main interest groups; the groups being, students, parents, and faculty.

Purpose of Study

The purpose of this survey is to study the guidance services of Arlington High School as viewed by the students at various grade levels, and to what degree they are satisfied with the services. However, more specifically to study the program of testing and information services pertaining to: college, vocational, educational services and personal problem counseling. We should also like to determine whether these services are handled adequately in group sessions according to the results of this study.

Procedure Used in the Survey

Arlington High School was chosen to be the sampling group because at the time of the study the writer was a teacher in the school district, and Arlington the oldest and most established of the five schools in High School District No. 214.¹

The instrument used in this study was a five point weighted questionnaire (Appendix A). The questionnaire was given to all four grade levels.

¹William L. Myers, "A Survey of Student Opinions of the Guidance Program at Arlington High School." (Master's Thesis, Eastern Illinois University, Charleston, Illinois, 1966.)

By using four different colors of paper the writer was able to tabulate the classes more easily. The questionnaires were given to homeroom teachers prior to school January 14, 1966, with a cover instructional letter (Appendix B) explaining the purpose of the study. The letter was prepared by Mr. Stansbury, the guidance director of Arlington High School. The questionnaires were returned to the guidance office where the writer secured them. The questionnaires were sorted according to class, sex, and counselor preference. Each group was tabulated using a form prepared by the writer (Appendix C). After each group was tabulated the results were recorded on the analysis sheet (Appendix D) for final interpretation. Each group was tabulated according to each area and question.

Limitations of the Study

Since the study was limited to Arlington High School, the results are pertinent only to the guidance department at that school.

Chapter II.

REVIEW OF RELATED LITERATURE

Since no two schools are identical, any study similar to this would be independent of itself. Studies pertaining to the opinions of the guidance publics are numerous, however, the writer has chosen only those studies that are relative to the areas the writer wishes to survey. In so doing the writer has compiled the studies into the following frame-of-references: (1) Definition of Terms, (2) Discussion of Questionnaires, (3) Function of Guidance Services, (4) Student Opinions of Various Guidance Programs, (5) Counselor's Responsibility When Making a College Decision, (6) Student Preference For The Sex of Counselors.

Definition of Terms

For better clarification of the study being conducted, the following terms are defined.

Counselor. A qualified member of the education staff with experience in guidance and counseling techniques, whose responsibility is to help individuals to understand their own characteristics and potentialities so that they can solve future problems and future needs.

Guidance. Guidance is a continuous process of helping the individual develop the maximum of his capacity in the direction most beneficial to himself and to his environment.²

Counseling. A mutual learning process involving two individuals in an

² Emory Stoops and Gunner L. Wahlquist, Principles and Practices in Guidance (New York: Mc Graw-Hill Book Co., 1958), p. 3.

educational environment, one who is seeking help from a professionally educated person, and the other, who by reason of his training and experience utilizes many adjustment techniques and methods in assisting the individual to orient and direct himself toward a goal leading to maximum growth and development in a social and democratic society.³

Guidance Services. Guidance and counseling services may be viewed as two distinct and different functions. Although these functions are rarely found to be isolated from one another, it helps to look at them separately for purposes of clarity.

A portion of the counselor's time is devoted to guidance services. These include the collection and dissemination of educational, vocational, and college information, testing and the accumulation of student histories. Information is shared with and interpreted to the student and his parents and often with other pupil personnel staff who have been consulted in relation to a specific student. Teachers are provided with that information deemed essential to better educational understanding.⁴

Educational Guidance. Educational guidance is rapidly becoming a demanding and exacting area as counselors assist students to clarify their aims and ambitions in meeting entrance requirements for advanced educational and career goals. Students are required to evaluate their high program each year and to discuss changes in their objectives with both counselor and parents. Through intelligent planning of the high school program students may avoid

³Roy Wilby and Dean Andreau, Modern Methods and Techniques in Guidance (New York: Harper and Brothers, 1955), p. 323.

⁴Pupil Personnel Services, Township High School District 214 (Unpublished pamphlet of Guidance information, 1965).

disappointment in their aim for further educational opportunities.⁵

Vocational Guidance. Vocational guidance has grown increasingly important due to the rapid expansion of the entire career field. With more than 600 major careers from which to choose, the student often finds himself in a dilemma as to where to begin. Ever changing opportunities and requirements add even more confusion. A well supplied vocational library and a vocational specialist help bridge the gap. Career activities focus on community resources to aid the student in developing a clearer and more realistic vocational perspective. Career consultants each year devote many hours to helping our students in their quest for vocational identification. An Armed Forces team acquaints students with changes in military obligations and military opportunities. Teachers frequently relate their subject fields to the numerous vocational areas.⁶

College Guidance. College Guidance has become very highly specialized as each year the student finds it more difficult to gain entrance in the college of his choice. Senior counselors make every effort to assist students and parents with problems of college selection and admission. While questions concerning college may be directed to any counselor at any point in the student's high school career, the senior counselors specialize in gathering college information. They are especially well informed about admission requirements, cost, and program of study at a large number of colleges and universities. Personal visits to a number of colleges each year by the senior counselors give them a first-hand knowledge of many of the colleges to which a large portion

⁵ Ibid

⁶ Ibid

of our student body apply for admission. College representatives are encouraged to visit with students. During the Spring College Night more than 100 representatives of colleges and technical schools are available to students and their parents.⁷

Testing. Tests have become an essential tool of the counselor. They give him an objective evaluation of the student at various stages in his development. Intelligence, achievement, and aptitudes are tested at regular intervals and the scores are interpreted to the students in a meaningful manner through group and individual sessions. Each of the high school test directors organize and direct the administration of the group testing programs in their respective buildings, and are available to the classroom teachers and parents for test interpretation. Wise use of the results of the testing program can prove most useful in curriculum planning and evaluation.

In addition to the regular all-school tests given at the freshman and sophomore levels, numerous special tests are given to upperclassmen for job placement, college administration and scholarships. Individual testing is available upon request.

Much effort goes into accumulating meaningful information on each student. This material goes into the student's cumulative file which gives us a complete picture of the student's educational background. This information, though treated as confidential, is available to both student and parents in helping them to make many decisions regarding the student's future.⁸

⁷ Ibid

⁸ Ibid

Discussion of Questionnaires

Before forming the questionnaire it was found that there were several things that had to be done first. For example the Guidance Handbook for Secondary Schools of Los Angeles County makes the following suggestions for use of the questionnaire:

1. In order to be an effective instrument, the questionnaire:
 - a. Should ask available information.
 - b. Should be meaningful to the student.
 - c. Should elicit answers that are short, specific, and definite.
 - d. Should request impersonal and factual information.
2. The guidance department of each high school should formulate the questionnaire:
 - a. Suit its own specific purpose.
 - b. Gather usable data.
 - c. Make critical information readily available.
 - d. Follow the sequence of the cumulative folder so as to facilitate recording.⁹

It was also found through research that there are several types of questionnaires. I have concluded the following as being the more accepted forms of responding to a questionnaire.

Satisfied - Dissatisfied - No Opinion

This type of response is difficult to define psychologically, however, it does represent somewhat of a generalized feeling of the students about their school.

Always - Sometimes - Seldom - Never - No Opinion

Probably this type of response would include more subjectivity than the others. This would be based entirely on the researcher's definition of these terms.

⁹ Guidance Handbook for Secondary School of Los Angeles County, Los Angeles County School District, (Unpublished pamphlet used in the Los Angeles county schools).

Good - Fair - Weak - Unable to Answer

This type of response would probably be hard for the subjects to interpret. Also it would have a tendency to determine what areas were weak rather than a complete evaluation or study of a program.

Yes - No - Unable to Answer

This type of response is probably the simplest to make and to score. It would be hard to do anything with the results after they have been tabulated because the response is vague.

Weighted Response

5. I have been completely satisfied with.
4. I have been more satisfied than dissatisfied with.
3. I have been neither satisfied nor dissatisfied with.
2. I have been more dissatisfied than satisfied with.
1. I have been completely dissatisfied with.

The writer felt this type of response was more valid because the writer was able to force a decision from the sampling groups. By having a five point weighted scale, the writer had hoped to have enough available responses that the subjects will be able to answer accordingly. For these reasons the writer chose to use this type of response in the questionnaire (Appendix A).

Function of Guidance Services

It has been felt that the size of a school and the degree of willingness on the part of the community to finance such services are important factors in the extent to which an adequate program of assistance to all youths can be provided. Fortunately, more and more people throughout our country are recognizing the demands on our young citizens of an increasing complex society. Hence, a

positive attitude toward the value of guidance is increasingly becoming widespread. Citizens are constantly requiring that their children receive adequate guidance and are displaying a real interest in discovering what can be and is being done in this field of child and adolescent education.¹⁰

Although guidance facilities will differ from school to school, many educators feel that guidance is a definite part of an educational program. Fundamentally, guidance has been aimed at helping an individual help himself to develop effectively any potentialities which he may possess. Hence, whatever is offered in the form of guidance services enables the learner to see himself honestly must touch every phase of his personality and take into account all the environment influences by which he is surrounded.¹¹ Heifron pointed out in her study that a guidance program should be so organized that the students will avail themselves to all services available.¹²

Grant felt in his studies that the function of the guidance program lies within the type of problem the clients feel free to bring to the counselor. That is the client will bring the problem that he, the client, feel the counselor can contribute most to. This must also be determined by surveying their publics.¹³

¹⁰ Crow, Lester and Crow, Alice, Organization and Conduct of Guidance Services (New York: David McKay Co. Inc., 1965), p. 22.

¹¹ Crow, p. 21.

¹² Marilyn Heifron, "The Function of Counseling as Perceived by High School Students", The Personnel and Guidance Journal XXXIX (October, 1960), p. 133.

¹³ Claude W. Grant, "How Students Perceive the Counselor's Role", The Personnel and Guidance Journal XXXII (March, 1954), pp. 386-388.

Students Opinion of Various Guidance Programs

Thus far, we have discussed the function of guidance services and touched little the feelings of various individuals. In the following studies the opinions of the guidance publics are expressed.

David found in his study that his sampling group wanted more time devoted to the guidance services. As a comparison, 60% of the sampling group wanted more time devoted, while only 5% felt less time was necessary for the guidance services. It was also found that the counselors are looked to for help more in the educational and vocational areas than in the personal problems area.¹⁴

The types of problems that a student brings to a counselor should aid in determining what guidance services need additional assistance or rebuilding. Heilfron conducted a survey to assess the role that the students perceived as being the counselors' responsibility. Her instrument was a questionnaire composed of fourteen brief descriptions of different types of students and five degrees of counseling. A group of 107 high school juniors were given the questionnaire to determine "what type of students or kinds of problems do high school students feel require counseling and to what degree?"

It was found in this study two significant items:

1. High school students feel that students who are performing well academically and socially need less counseling than students who are intellectually inferior, socially immature, or unrealistic in their aspirations.
2. Only students who display obvious character disorders should be referred to agencies outside the school for professional help.¹⁵

¹⁴Charles M. David, "A Survey of Student, Teacher and Parent Opinions of the Guidance Services at Chillinotthe High School", (unpublished Master's Thesis Eastern Illinois University, Charleston, Illinois, 1965).

¹⁵Heilfron, p. 136.

These two findings suggest that students expect counselors to devote themselves to individuals who exhibit overtly that they have problems, possibly to the exclusion of students who need help not necessarily in overcoming social or intellectual handicaps, but in finding the best ways to use their resources.

A similar study attempted to determine those areas which the student would seek the counselor's assistance. The method of research was an open-end questionnaire containing nine situations. In each situation the student was asked to choose the three people they would seek assistance from and to rank them according to their preference. It was a definite finding from this study that the students felt the counselor could assist them with educational and vocational planning, but would prefer to see someone else with respect to personal problems.¹⁶

A twenty per cent random sample of 8,000 students in grades nine through twelve who had talked with counselors concerning various problems was used in a survey conducted in the Phoenix Union High School. The student in the study was shown a list of six problems and was asked to indicate which of the following he would seek help from: parents, counselors, teachers, deans, or friends.

From the results of the survey the following conclusions were made:

1. In general the feelings of students were positive toward the help they have received from counselors in all counseling-objective problem areas. Counseling seems to meet some real felt need among students.
2. Students felt counselors were most helpful in assisting them to appraise their abilities, interest and personalities and compared with other areas of help, of least assistance in helping them make progress toward their realistically chosen while-in-school and after-school goals.

¹⁶Grant, p.386.

3. As individuals to whom parent might go for help, students preferred counselors over parents, teachers, deans, and friends their own age when the problems were concerned with discovery and making progress toward realistically chosen while-in-school and after-school goals. Students looked most to counselors for help in these areas of adjustment.
4. Deans of boys and deans of girls who are known by the students to be responsible for school discipline received few choices. It would seem that students would definitely avoid seeking help from individuals who assume authoritative roles.
5. Students seem to prefer going to friends their own age for help in learning how to get along better with their friends and others at school, at home, and in the community about as much as going to parents or counselors. Counselors should recognize and make constructive use of peer group activities as a potent resource in helping students learn to relate effectively with one another.
6. Although students tended to prefer rather decisively the help of counselors over that of teachers, deans and friends their own age, it was also observed that some students still preferred some of the latter mentioned individuals. Counselors are obliged to recognize and accept the fact that teachers, deans, friends own age, or other individuals in the community are perceived by students as potential sources of 'counseling help'.¹⁷

It is a definite fact from this study that students accept guidance and accept a real need for the services provided for them.

A study made of high school students in which they were asked to respond to an open-end statement to list their understanding "What the duties of your high school counselor are?" Identifying categories were then set up under which to tally the students' responses. The most frequently mentioned item was "helping with problems". This response represented one-half of the combined responses from the group of students. Williams stated that in some cases they referred to this category as a personal problem, but generally the statement referred

¹⁷ Ralph E. Jensen, "Student Feelings About Counseling Help", The Personnel and Guidance Journal, XXXIII (May, 1955), pp. 498-503.

to 'problems' without specifying the particular kind of problem that the student had in mind. Therefore, it was assumed that the problems included educational, vocational, personal, social, etc. Other items mentioned included, "choosing subjects best suited for student, planning student's program, helping when in trouble, and changing program when needed."

A total of eighty categories were listed as a result of the study. As stated by the researcher, "needless to say, the students' understanding included some mis-information, but the gratifying fact remained...there was a breadth and depth of understanding that exceeded the counselors' expectations."¹⁸

An interesting study was conducted by James R. Bough to attempt to classify how the students in a Minnesota Junior High School developed the concept of the counselors. It was found that students develop their perception from a multitude of sources. Interesting to note was the fact that over one half of the students indicated six or more of the intended thirteen sources. When it was narrowed down to a single source, 40.5 per cent of the students indicated actually talking with the counselor as being the most significant.¹⁹

Counselor's Responsibility When Making A College Decision

Since the vast majority of our graduating students enroll into colleges it is important to determine what role the counselor plays in helping them to make a college decision.

A questionnaire was presented to 1,350 graduating seniors who were planning to attend college. They were asked to rank or briefly state their

¹⁸Jack W. Williams, "High School Students' Understanding of the Duties of Their Counselors", The School Counselor, III (March, 1960), pp. 56-59.

¹⁹James R. Bough, "Sources of Student Perceptions of the Role of the Counselors", The Personnel and Guidance Journal, XLIII (February, 1965)pp. 597-599.

perceived feeling concerning the role which he felt the counselor should play in the college decision, and the effectiveness with which this role was being fulfilled. Upon responding to the questionnaire it was found that some students felt that one and sometimes two items were not applicable to them and consequently were left unanswered. No single item, however, was omitted significantly more often than others. Some of the significant findings as resulted from this study are:

1. Ninety-seven per cent of the students decided on the particular college they planned to attend after entering ninth grade; 77 per cent made this decision during their senior year.
2. Parents were seen to be of more assistance, 67 per cent, as compared to the second ranked consultant, the counselor, only 8 per cent.
3. The school counselor was seen as the most accurate source of information by more seniors (32 per cent), although college representatives were a close second (31 per cent).
4. Ideally, students felt counselors should be first a person to talk through problems with and second a source of information.
5. The single most significant action a counselor could take in helping students decide about college was most often seen as that of an information source.
6. Eighty-eight per cent of the sample seniors viewed the counselors as being helpful to some degree in the college division; 10 per cent saw him as not helpful, and 2 per cent as more than no help.²⁰

College guidance has been found to be a significant part of any guidance program. Of a study similar to Kerr's conducted by Herman Roemich in the San Diego school system concerning the assistance students received in planning for a college career the following results were found:

1. One out of 20 student received help from teachers in selecting a specific school and in making college plans.

²⁰William D. Kerr, "Students Perceptions of Counselor Role in the College Decision", The Personnel and Guidance Journal, XII (December, 1962), pp. 337-343.

2. One out of 10 students received help from counselors in making college plans. About one out of 10 received help from counselors in selecting a college.
3. One out of 10 received help from friends in selecting a specific school and in making college plans.
4. One out of three made the selection on his own without help.
5. One out of two received help from parents in selecting a specific school and in making his college plans."²¹

Student Preference For The Sex Of Counselors

Fuller's study was used to aid determining if there was any preference for the sex of a counselor concerning various problems. Results from this study indicated that both male and female clients prefer male counselors more than female counselors. The male clients expressed some preference more often on a personal than a vocational problem, and more often when choosing a counselor for a personal problem than when choosing a confidante. Female clients with personal problems preferred male counselors more frequently than female consultants.²²

Through the review of the preceding studies it was found that guidance plays a very important part in the field of education. Most findings revealed that guidance was sought after more in the areas of vocational, educational, and college assistance than in the area of personal problems.

²¹Herman Roenich and John L. Schmidt, "Student Preceptions of Assistance Provided by Counselors in College Planning", The Personnel and Guidance Journal, XLI (October 1962), pp. 157-158.

²²Frances F. Fuller, "Preference for Male and Female Counselors", The Personnel and Guidance Journal, XLII (January 1964), pp. 463-467.

CHAPTER III

DESCRIPTION OF THE RESULTS

The results of this study will be identified and described in this chapter by using tables. The tables will include: (a) the results from each area sampled, (b) the results from each class level, (c) the results for each sex group, (d) the results of each guidance service as answered by all groups, and (e) the results of the counselor sex preference as indicated by various students. To fully describe the results of this study it is necessary to provide four separate tables for each of the areas surveyed. Those areas being: educational, vocational and occupational, college guidance, testing, group sessions, and personal problems counseling. Each table will be identified and labeled according to the group responding. In addition to having the tables divided into sexes, the writer has also recorded the responses by class level.

On each table, letters are used to indicate various items. The vertical column indicates the service for the area that the responses were given. The following key is provided to explain the remaining columns of the table.

R= Total Responses

M= Mean Response

B= Number of students who left the service blank

An additional table is provided to convey the results of the counselor sex preference indicated by the various groups.

On the following pages will be the tables for the educational area, with girls responding on Table 1, boys responding on Table 2, the groups that indicated no sex indicated on Table 3, and all of the groups together on Table 4. Each area thereafter will have a similar pattern of responses and will be grouped into four tables.

TABLE 1

Distribution of Mean Responses										Educational Area				Girls Responding			
Question Number	Freshman		Sophomore		Junior		Senior		Total Responses								
	R	M	R	M	R	M	R	M		R	M	R	M	R	M	R	M
1	212	2.80	11	200	3.74	3	206	3.86	0	209	3.66	1	827	3.51	15		
2	190	4.16	33	183	3.70	20	198	3.88	8	207	3.46	3	778	3.80	64		
3	169	3.64	54	166	3.10	37	168	3.24	38	203	2.80	7	706	3.19	136		
4	193	3.86	30	172	3.42	31	165	3.70	41	190	3.37	20	720	3.59	122		

TABLE 2

Distribution of Mean Responses										Educational Area				Boys Responding			
Question Number	Freshman		Sophomore		Junior		Senior		Total Responses								
	R	M	R	M	R	M	R	M		R	M	R	M	R	M	R	M
1	241	3.96	14	209	3.72	2	201	3.55	2	229	3.31	1	880	3.63	19		
2	229	3.98	26	193	3.43	18	187	4.02	16	219	3.38	11	828	3.70	71		
3	223	3.43	32	182	2.91	29	187	2.90	16	216	3.39	14	808	3.16	91		
4	230	4.09	25	178	3.49	33	189	3.56	14	210	3.10	20	807	3.56	92		

Key:

R-Total Responses

M-Mean Response

B-The number of students who left the service blank

Note: The available responses were:

5-I have been completely satisfied

4-I have been more satisfied than

dissatisfied

3-I have been neither satisfied nor

dissatisfied

2-I have been more dissatisfied than

satisfied

1-I have been completely dissatisfied

TABLE 3

Distribution of Mean Responses										Educational Area										No Sex Responding													
Question Number	Freshman			Sophomore			Junior			Senior			Total Responses			R			M			B			R			M			B		
	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B			
1	86	3.67	7	56	3.68	3	27	3.70	0	5	2.88	0	177	3.48	15																		
2	85	3.92	8	55	3.76	4	27	4.11	0	8	3.50	0	175	3.82	12																		
3	84	3.38	9	49	3.16	10	26	3.38	1	7	3.38	1	166	3.13	21																		
4	83	3.63	10	50	3.44	9	24	3.63	3	7	2.85	1	164	3.43	23																		

TABLE 4

Distribution of Mean Responses										Educational Area										All Sexes Responding									
Question Number	Freshmen			Sophomore			Junior			Senior			Total Responses																
	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B														
1	539	3.47	32	465	3.71	8	434	3.70	2	446	3.61	2	1884	3.54	94														
2	504	4.02	67	431	3.63	42	412	4.00	24	434	3.44	14	1781	3.73	167														
3	476	3.48	95	397	3.06	76	381	3.17	55	421	3.06	22	1680	3.16	248														
4	506	3.93	65	400	3.45	73	378	3.63	58	407	3.11	41	1691	3.53	237														

Key:

R=Total Responses

M=Mean Response

B=the number of students who left the service blank

Note: The available responses were:

5=I have been completely satisfied

4=I have been more satisfied than dissatisfied

3=I have been neither dissatisfied nor satisfied

2=I have been more dissatisfied than satisfied

1=I have been completely dissatisfied

Discussion of Educational Tables

Table 1 shows the distribution of the girls' responses, mean responses and number of blanks for the educational area. The majority of the girls indicated a satisfaction with the various services related to their educational plans. However, there were three significant mean responses indicated by Table 1 that need to be mentioned. The freshman girls had a low response of 2.80 to the service, "The help I have received in planning my high school program", whereas, the senior girls had an identical mean response of 2.80 for the service, "The information that has been available to me concerning improvement of study habits". The freshman girls indicated a high degree of satisfaction (4.16) when responding to the service, "The opportunity I have had in talking to a counselor when I have had trouble with my courses". As indicated on Table the mean response did not vary a great deal; however, the distribution of responses varied considerably as indicated in the appendix.

Table 2 reports the boys' responses to the educational area. The sophomore and junior boys indicated a slight degree of dissatisfaction with, "The information that has been available to me concerning improvement of study habits", with a 2.91 and 2.90 mean responses respectively. The majority of the remaining responses were similar with the exception of the 4.09 mean response of the freshman boys for, "The availability of a counselor that is provided for my parents and me so that we may discuss my progress in school".

Table 3 represents the responses for the group that did not signify on the questionnaire their sex. No significant finding is evident in this table.

Table 4 indicates the accumulative summation of all the groups responding

toward the educational area. The freshman and junior groups had a higher degree of satisfaction with, "The opportunity I have had in talking to a counselor when I have had trouble with my courses", than did the sophomore and senior groups for the same service. However, the sophomore and senior groups had a very similar high mean response for the service, "The help I have received in planning my high school program", with a 3.71 and 3.61 respectively. The sophomore, junior and the senior groups had the least degree of satisfaction with the service of, "The information that has been available to me concerning improvement of study habits", with mean responses of 3.06, 3.17, and 3.06.

TABLE 5

Distribution of Mean Responses Vocational and Occupational Area Girls Responding

Question Number	Freshman			Sophomore			Junior			Senior			Total Responses		
	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B
1	105	3.35	118	114	2.92	89	149	3.20	57	164	2.92	46	532	3.10	310
2	70	3.21	153	90	2.47	111	132	2.87	74	143	2.86	67	435	2.85	407
3	65	3.32	158	82	2.35	121	115	3.13	91	124	2.79	86	386	2.89	456
4	69	2.93	154	69	2.64	134	112	2.54	94	114	2.75	96	364	2.71	458
5	68	1.54	155	78	2.87	125	107	4.07	99	132	3.12	78	585	2.90	457
6	177	4.07	46	178	3.67	25	181	4.10	25	187	3.54	23	723	3.84	119
7	41	2.68	182	42	2.57	161	49	2.55	157	46	4.33	164	178	3.03	664
8	128	4.03	95	124	3.40	79	174	3.61	32	173	3.62	37	599	3.67	243

Key:

R=Total Responses

M=Mean Response

B=The number of students who left the service blank

Note: The available responses were:

5-I have been completely satisfied

4-I have been more satisfied than

dissatisfied

3-I have been neither satisfied nor

dissatisfied

2-I have been more dissatisfied than

satisfied

1-I have been completely dissatisfied

TABLE 6

Distribution of Mean Responses				Vocational and Occupational Area				Boys Responding						
Question Number	Freshman		B	Sophomore		B	Junior		B	Senior		B	Total Responses	
	R	M		R	M		R	M		R	M			
1	143	3.27	112	142	2.41	69	169	3.02	34	189	2.42	41	643	2.90
2	112	2.75	143	128	3.09	83	163	3.09	40	170	3.11	60	573	3.23
3	98	2.78	157	111	2.29	100	152	2.63	51	164	2.73	65	525	2.61
4	99	2.49	156	108	2.07	103	134	2.67	69	156	2.69	74	487	2.43
5	101	2.84	154	102	2.70	109	136	3.00	67	158	2.87	72	497	2.85
6	205	3.97	50	188	4.18	23	189	3.19	14	213	3.56	17	795	3.72
7	92	2.58	163	117	2.18	94	140	2.87	63	175	2.63	55	524	2.56
8	148	3.55	102	147	2.93	64	173	3.24	30	200	3.08	30	668	3.20

Key:

R-Total Responses

M-Mean Response

B-The number of students who left the service blank

Note: The available responses were:

5-I have been completely satisfied

4-I have been more satisfied than dissatisfied

3-I have been neither satisfied nor dissatisfied

2-I have been more dissatisfied than satisfied

1-I have been completely dissatisfied

TABLE 7

Distribution of Mean Responses						Vocational and Occupational Area						No Sex Responding						
Question Number	Freshmen			Sophomore			Junior			Senior			Total Responses					
	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B			
1	45	3.27	48	36	3.94	23	23	3.26	4	7	2.00	1	110	3.12	76			
2	30	2.90	63	31	2.55	28	21	2.71	6	7	3.00	1	89	2.79	98			
3	23	2.69	70	25	2.80	34	20	2.80	7	6	2.67	2	74	2.74	113			
4	22	2.59	71	23	2.39	36	19	1.42	8	5	2.40	3	60	2.20	118			
5	23	2.73	70	24	2.79	19	19	3.10	8	5	3.00	3	71	2.90	116			
6	71	4.12	22	49	3.10	10	13	2.43	14	8	4.25	0	141	3.67	46			
7	21	2.43	72	22	1.86	37	13	2.23	14	6	3.00	2	132	2.38	125			
8	52	3.75	11	42	3.33	17	24	3.25	3	7	2.56	1	125	3.22	62			

Key:

R-Total Responses

M-Mean Response

B-The number of students who left the service blank

Note: The available responses were:

5-I have been completely satisfied

4-I have been more satisfied than dissatisfied

3-I have been neither satisfied nor dissatisfied

2-I have been more dissatisfied than satisfied

1-I have been completely dissatisfied

TABLE 8

Distribution of Mean Responses Vocational and Occupational Areas All Sexes Responding

Question Number	Freshman			Sophomore			Junior			Senior			Total Responses		
	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B
1	293	3.30	278	292	3.29	181	341	3.16	95	369	2.45	88	1285	3.05	642
2	212	2.99	359	249	2.70	224	316	2.89	131	320	2.99	128	1097	2.89	831
3	186	2.93	385	216	2.48	255	287	2.52	149	294	2.73	154	985	2.66	943
4	187	2.67	384	200	2.33	273	265	2.21	171	275	2.61	173	930	2.45	978
5	192	2.37	379	251	2.79	221	280	3.39	174	295	3.00	153	1153	2.89	975
6	453	4.05	118	415	3.65	58	383	3.24	53	405	3.78	40	1659	3.68	269
7	154	2.56	417	181	2.17	282	202	2.55	234	227	3.32	221	834	2.65	1164
8	328	3.78	243	313	3.30	160	371	3.37	65	380	3.09	68	1392	3.38	536

Key:

R=Total Responses

M=Mean Response

B=The number of students who left the service blank

Note: The available responses were:

5=I have been completely satisfied

4=I have been more satisfied than dissatisfied

3=I have been neither satisfied nor dissatisfied

2=I have been more dissatisfied than satisfied

1=I have been completely dissatisfied

Discussion of Vocational and Occupational Tables

Table 5 refers to the distribution of girl responses to the vocational and occupational services. The overall picture of the vocational and occupational area indicated a low degree of satisfaction in comparison to the other areas. The lowest response 1.54, was recorded by the freshman girls for the service, "The information I have received in investigating vocation and/or trade schools". All of the girls had a high degree of satisfaction with the service, "The information I have had provided to me during career day".

The boys' satisfaction with the vocational and occupational area is recorded on Table 6. The boys followed a pattern similar to the girls except for their low satisfaction with the service, "The information I have had available with regard to outside employment agencies", a 2.43 accumulative mean response.

Table 7 records the response of the group that did not indicate any sex for the vocational and occupational area. The pattern of responses followed that of the girls and boys, with no significant service prevailing.

Table shows, as illustrated in the previous tables the groups were not satisfied the area of vocational and occupational guidance. However, the two services that the groups indicated more satisfaction with than any others were the services of, "The information I have had provided to me during career day", and "The availability of a counselor who could give me information concerning my career choice".

TABLE 9

Distribution of Mean Responses										College Guidance										Girls Responding										
Question Number	Freshman			Sophomora			Junior			Senior			Total Responses																	
	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B			
1	79	3.66	144	137	3.04	66	175	3.77	31	208	3.88	2	599	3.59	243															
2	87	3.45	136	124	3.53	79	168	3.20	38	204	3.18	6	583	3.46	259															
3	80	3.46	143	121	3.37	82	165	3.15	41	203	3.53	7	569	3.38	273															
4	65	3.18	158	106	3.22	97	138	3.12	68	209	2.92	1	518	3.11	324															
5	73	4.38	150	134	3.07	69	174	3.85	32	208	3.12	2	589	3.60	253															

TABLE 10

Distribution of Mean Responses										College Guidance										Boys Responding										
Question Number	Freshmen			Sophomore			Junior			Senior			Total Responses																	
	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B			
1	116	3.21	139	137	3.20	74	169	3.98	34	215	3.93	5	637	3.58	252															
2	136	3.26	119	138	3.48	73	176	2.79	27	210	3.56	10	660	3.27	229															
3	114	3.05	141	133	3.09	78	175	3.77	28	203	4.23	28	625	3.53	264															
4	107	2.87	148	112	2.63	99	166	2.99	37	216	2.97	4	601	2.86	288															
5	122	2.52	123	127	3.06	84	172	3.82	31	217	3.47	3	638	3.22	241															

Key:

R=Total Response

M=Mean Response

B=The number of students who left the service blank

Notes: The available responses were:
 5= I have been completely satisfied
 4= I have been more satisfied than dissatisfied

3= I have been neither satisfied nor dissatisfied

2= I have been more dissatisfied than satisfied

1= I have been completely dissatisfied

TABLE 11

Distribution of Mean Responses										College Guidance										No Sex Responding																
Question Number	Freshman		Sophomore		Junior		Senior		Total Responding	Freshman		Sophomore		Junior		Senior		Total Responding	Freshman		Sophomore		Junior		Senior		Total Responding	Freshman		Sophomore		Junior		Senior		Total Responding
	R	M	R	M	R	M	R	M		R	M	R	M	R	M	R	M		R	M	R	M	R	M	R	M		R	M	R	M	R	M	R	M	
1	39	3.23	54	34	2.97	25	24	3.33	3	8	3.75	0	105	3.49	82																					
2	44	3.75	49	33	3.12	26	23	3.13	4	7	3.28	1	107	3.32	80																					
3	35	3.23	58	37	3.49	22	23	3.17	4	7	4.14	1	102	3.51	85																					
4	29	3.00	64	32	2.28	27	22	2.63	5	6	2.67	2	89	2.66	95																					
5	34	3.03	59	35	3.49	24	24	3.71	3	8	3.00	0	101	3.31	66																					

TABLE 12

Distribution of Mean Responses										College Guidance										All Sexes Responses									
Question Number	Freshman		Sophomore		Junior		Senior		Total Responses	Freshman		Sophomore		Junior		Senior		Total Responses	Freshman		Sophomore		Junior		Senior		Total Responses		
	R	M	R	M	R	M	R	M		R	M	R	M	R	M	R	M		R	M	R	M	R	M	R	M		R	M
1	234	3.36	337	308	3.07	214	568	3.66	68	431	3.85	7	1341	3.55	577														
2	257	3.49	504	295	3.38	178	367	3.04	69	421	3.34	17	1350	3.35	560														
3	239	3.26	342	291	3.32	182	363	3.36	73	415	4.30	25	1296	3.51	622														
4	201	3.02	370	250	2.71	223	326	2.93	110	431	2.85	7	1208	2.87	710														
5	229	3.31	332	296	3.21	177	370	3.79	66	433	3.20	5	1328	3.37	560														

Key:

3-Total Responses

4-Mean Responses

5-The number of students who left the service blank

Note: The available responses were:

5-I have been completely satisfied

4-I have been more satisfied than

dissatisfied

3-I have been neither satisfied nor

dissatisfied

2-I have been more dissatisfied than

satisfied

1-I have been completely dissatisfied

Discussion of College Guidance Tables

In Table 9, the girls' response for the college guidance area and the various services provided are shown. As the table shows, there is very little dissatisfaction with this area except for the senior girls response to the service, "The information available to me concerning college scholarships", with a 2.92 mean response.

Table 10 indicates that the boys as a total group were less satisfied with the service, "The information available to me concerning college scholarships", than any other college guidance service. This is evident by the total mean response they had for this area, a 2.86. However, the senior boys were extremely satisfied, a 4.23 mean response, with the service, "The information available to me concerning college entrance requirements".

Table 11 gives no extraordinary results as compared to the previous tables of this area.

It is evident by table 12 that the majority of the students surveyed were satisfied with the guidance services within the college guidance area. Although, there was one service of which the entire sampling group was dissatisfied, which was the service, "The information available to me concerning college scholarships", had an accumulative mean response of 2.67 while the other services recorded a 3.35 mean response or better.

TABLE 13

Distribution of Mean Responses										Girls Responses									
Testing Area										Testing Area									
Question Number	Freshman			Sophomore			Junior			Senior			Total Responses						
	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	B
1	196	4.09	27	192	3.65	11	191	3.78	15	192	3.52	18	771	3.76	71				
2	199	4.09	24	190	3.83	13	189	2.98	17	187	3.64	23	765	3.63	77				
3	197	3.84	25	194	3.20	9	189	3.56	17	189	3.48	21	769	3.52	72				
4	190	4.00	33	190	3.74	13	192	4.04	14	183	3.61	27	755	3.85	87				
5	182	4.22	41	174	3.74	29	172	4.18	34	180	3.46	30	708	3.90	134				

TABLE 14

Distribution of Mean Responses										Boys Responses									
Testing Area										Testing Area									
Question Number	Freshman			Sophomore			Junior			Senior			Total Responses						
	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	B
1	236	3.68	19	192	3.35	19	191	3.52	12	224	3.61	6	843	3.54	56				
2	239	3.31	16	196	2.88	15	193	3.71	10	220	3.62	10	848	3.60	51				
3	237	3.14	18	196	2.88	15	191	3.44	12	220	3.31	8	926	3.19	53				
4	232	3.99	23	189	3.45	22	191	3.72	12	216	3.56	14	828	3.68	71				
5	221	3.85	34	179	3.52	32	186	3.84	17	216	3.12	14	802	3.58	97				

Key:

R-Total Responses

M-Mean Responses

B-The number of students who left the service blank

Note: The available responses were:
 5-I have been completely satisfied
 4-I have been

TABLE 15

Distribution of Mean Responses										No Sex Responding									
Testing Area																			
Question Number	Freshman		Sophomore		Junior		Senior		Total Responses										
	R	M	R	M	R	M	R	M		R	M	R	M	R	M	R	M	R	M
1	84	3.53	9	56	3.43	3	27	3.33	0	8	3.75	0	175	3.51	12				
2	82	3.89	11	56	4.34	3	27	3.67	0	8	3.88	0	173	3.94	14				
3	83	3.57	10	57	3.02	2	26	3.11	1	8	3.50	0	174	3.30	17				
4	83	3.81	10	55	3.80	4	27	3.67	0	8	3.62	0	173	3.72	14				
5	76	4.03	17	50	3.66	9	25	3.88	2	8	3.25	0	159	3.70	28				

TABLE 16

Distribution of Mean Responses										All Sexes Responding									
Testing Area																			
Question Number	Freshman		Sophomore		Junior		Senior		Total Responses										
	R	M	R	M	R	M	R	M		R	M	R	M	R	M	R	M	R	M
1	516	3.77	55	440	3.48	33	409	3.54	27	424	3.62	28	1789	3.60	139				
2	520	3.76	51	442	3.98	31	409	3.45	27	415	3.73	33	1786	3.72	142				
3	517	3.52	53	447	3.03	26	406	3.37	30	417	3.43	29	1879	3.51	162				
4	505	3.93	66	434	3.66	39	410	3.81	26	407	3.60	41	1756	3.75	172				
5	479	4.03	237	403	3.64	70	383	3.96	53	404	3.28	44	1669	3.73	259				

Key:

R-Total Responses

M-Mean Responses

S-The number of students who left the service blank

Note: The available responses were:
 5-I have been completely satisfied
 4-I have been more satisfied than dissatisfied
 3-I have been neither satisfied nor dissatisfied
 2-I have more dissatisfied than satisfied
 1-I have been completely dissatisfied

Discussion of Testing Tables

Table 13 denotes that all the girls surveyed concerning the service of testing were satisfied. The only exception was the junior girls for the service of, "The interpretation of the results of standardized tests", with a recorded mean response of 2.98.

Table 14 supports that the boys response to the testing area was satisfactory except for the service of, "The conditions under which I was tested", where they indicated a total mean response of 3.19.

When observing Table 15 one will notice that the group recording no sex, had a high degree of satisfaction with the testing area in general. The sophomores had a 4.34 mean response for the service of, "The interpretation of the results of standardized tests".

Table 16 illustrates that all of the groups surveyed indicated satisfaction with the services offered in the testing area. However, one service was lower than the other four services mentioned. That service being, "The conditions under which I was tested", which indicated a mean response of 3.51, while all of the other services indicated a mean response of at least 3.60.

TABLE 17

Distribution of Mean Responses										Group Sessions Area										Girls Responding										
Question Number	Freshman			Sophomore			Junior			Senior			Total Responses																	
	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B			
1	130	3.79	93	166	3.80	37	187	4.10	19	197	3.68	13	680	3.84	162															
2	171	3.99	52	180	3.82	23	196	3.99	10	201	3.79	9	748	3.90	94															
3	156	3.80	67	171	3.82	32	188	3.82	18	198	3.62	12	713	3.76	129															
4	102	3.40	121	147	3.30	56	179	3.51	27	191	3.79	19	619	3.50	223															
5	132	3.65	91	151	3.37	52	175	3.58	31	181	3.36	29	639	3.49	203															

TABLE 18

Distribution of Mean Responses										Group Sessions Area										Boys Responding										
Question Number	Freshman			Sophomores			Junior			Senior			Total Responses																	
	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B			
1	178	3.47	77	166	3.43	45	183	3.71	20	216	3.65	14	743	3.56	156															
2	215	3.57	40	186	3.60	25	189	3.95	14	220	3.63	10	810	3.69	89															
3	210	3.37	45	180	3.42	31	187	3.51	16	216	3.26	14	623	3.39	106															
4	154	2.71	101	156	3.08	55	172	3.24	31	217	3.58	13	599	3.40	200															
5	179	3.26	76	158	2.95	51	170	3.13	33	212	3.11	17	720	3.36	170															

Key:

R=Total Responses

M=Mean Responses

B=The number of students who left the service blank

Note: The available responses were:

5=I have been completely satisfied

4=I have been more satisfied than

dissatisfied

3=I have been neither satisfied nor

dissatisfied

2=I have been more dissatisfied than

satisfied

1=I have been completely dissatisfied

TABLE 19

Distribution of Mean Responses

Question Number	Freshman						Sophomore						Junior						Senior						Total Responses					
	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B
1	59	3.62	34	45	3.91	14	24	3.58	3	8	3.37	0	24	3.58	3	8	3.37	0	136	3.62	51									
2	71	4.06	22	49	3.94	10	24	3.71	3	8	3.50	0	24	3.71	3	8	3.50	0	152	3.52	35									
3	70	3.77	23	45	3.38	14	24	4.00	3	8	3.37	0	24	4.00	3	8	3.37	0	147	3.63	40									
4	49	3.18	14	43	3.02	16	24	4.08	3	8	3.37	0	24	4.08	3	8	3.37	0	124	3.44	63									
5	55	2.78	38	49	3.39	10	23	2.95	4	8	3.25	0	23	2.95	4	8	3.25	0	135	3.64	52									

TABLE 20

Distribution of Mean Responses

Question Number	Freshman						Sophomore						Junior						Senior						Total Responses					
	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B
1	367	3.63	204	377	3.38	246	415	3.75	58	394	3.76	42	421	3.57	27	1559	3.67	519												
2	457	3.54	114	415	3.75	58	399	3.77	37	429	3.64	19	422	3.42	26	1483	3.59	635												
3	436	3.65	135	346	3.13	127	375	3.61	62	416	3.58	32	402	3.24	46	1494	3.56	434												
4	305	3.10	266	358	3.23	115	368	3.22	68	402	3.24	46	402	3.24	46	1494	3.56	434												
5	366	3.23	205	377	3.38	246	415	3.75	58	394	3.76	42	421	3.57	27	1559	3.67	519												

Key:

R-Total Responses

M-Mean Responses

B-The number of students who left the service blank

Note: The available responses were:

5-I have been completely satisfied

4-I have been more satisfied than dissatisfied

3-I have been neither satisfied nor dissatisfied

2-I have been more dissatisfied than satisfied

1-I have been completely dissatisfied

Discussion of Group Sessions Tables

Table 17 states the responses of the group sessions area as the girls responded. As noted there is no outstanding response, although the juniors did indicate a reasonably high degree of satisfaction with the service, "The information I have received about graduation requirements".

The boys' response recorded on Table 18 shows a less satisfied response than the girls for the same area. The freshmen had a very low mean response of 2.71 for the service, "The information I have received about college requirements".

The response for the group that indicated no sex is recorded on Table 19. The mean responses are very similar to the preceding tables for the same area. Therefore, this group indicated satisfaction with the area of group sessions counseling.

Table 20, which show the composite responses of the group sessions area, indicates that the entire sampling body was satisfied with this area. The only exception might be the service, "The information I have received about college requirements", for they indicated a mean response of 3.45. Again the freshmen had the lowest mean response of 3.10 for this service.

TABLE 21

Distribution of Mean Responses				Personal Problems Area						Girls Responding					
Question Number	Freshman		Sophomore		Junior		Senior		Total Responses						
	R	M	R	M	R	M	R	M	R	M	R	M	R		
1	186	4.18	37	162	3.65	21	190	3.74	16	201	3.58	9	759	3.79	83
2	187	4.12	36	161	3.80	42	188	3.65	18	200	3.48	10	736	3.76	106
3	162	4.44	61	160	3.31	43	184	3.35	22	188	3.34	22	694	3.61	148
4	178	4.27	45	155	4.43	48	177	4.33	29	186	3.84	24	696	4.22	145
5	168	4.14	55	170	3.87	33	179	3.89	27	181	3.31	29	698	3.55	144

TABLE 22

Distribution of Mean Responses				Personal Problems Area				Boys Responding							
Question Number	Freshman		Sophomore		Junior		Senior		Total Responses						
	R	M	R	M	R	M	R	M	R	M	R	M			
1	225	4.03	30	179	3.75	32	187	4.09	16	210	3.82	20	801	3.92	98
2	214	3.93	41	172	3.78	39	185	3.78	18	209	3.52	21	780	3.75	119
3	214	3.70	41	168	3.36	43	182	3.79	21	201	3.09	29	765	3.48	134
4	226	3.91	29	167	3.75	44	172	4.14	31	198	3.95	32	763	3.94	136
5	210	3.88	45	169	3.51	42	176	3.84	27	191	3.29	39	746	3.63	153

Key:

R=Total Responses

M=Mean Responses

B=The number of students who left the service blank

Note: The available responses were:

5=I have been completely satisfied

4=I have been more satisfied than dissatisfied

3=I have been neither satisfied nor dissatisfied

2=I have been more dissatisfied than satisfied

1=I have been completely dissatisfied

TABLE 23

Distribution of Mean Responses										Personal Problems Area										No Sex Responding									
Question Number	Freshman			Sophomore			Junior			Senior			Total Responses			R	M	B	R	M	B	R	M	B	R	M	B		
	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B														
1	85	3.99	8	53	3.47	6	27	3.88	0	7	3.28	1	172	3.65	15														
2	75	4.09	18	52	3.44	7	25	3.40	2	7	3.28	1	159	3.55	28														
3	76	3.87	17	50	3.22	9	24	3.08	3	7	3.42	1	157	3.40	30														
4	75	4.24	18	51	3.78	8	23	4.24	4	7	4.00	1	156	4.09	31														
5	73	4.05	20	49	3.29	10	25	3.94	2	7	3.28	1	154	3.64	33														

TABLE 24

Distribution of Mean Responses										Personal Problems Area										All Sexes Responding									
Question Number	Freshman			Sophomore			Junior			Senior			Total Responses			R	M	B											
	R	M	B	R	M	B	R	M	B	R	M	B	R	M	B														
1	496	4.03	75	414	3.62	59	404	3.90	32	418	3.56	30	1732	3.79	196														
2	476	4.04	94	385	3.67	88	398	3.61	38	416	3.43	32	1675	3.69	252														
3	452	3.97	119	378	3.26	95	390	3.41	46	389	3.28	52	1609	3.50	312														
4	479	4.14	92	373	3.99	100	372	4.27	64	391	3.93	57	1615	4.08	313														
5	451	4.02	120	388	3.56	85	380	3.89	56	379	3.29	69	1598	3.71	330														

Key:

R=Total Responses

M=Mean Responses

B=The number of students who left the service blank

Note: The available responses were:

3=I have been completely satisfied

4=I have been more satisfied than

dissatisfied

3=I have been neither satisfied nor

dissatisfied

2=I have been more dissatisfied than

satisfied

1=I have been completely dissatisfied

Discussion of Personal Problems Tables

The girls' response for the area of personal problems counseling is reported on Table 21. Evident by this table is the high degree of satisfaction with the various services offered in this guidance area. Also, the girls reflected a feeling of confidence when they recorded an accumulative mean response of 4.22 for the service, "The extent to which the counselor would keep my interview confidential (private)". All of the remaining services had a mean response of at least 3.55.

Table 22 records the boys' response for the area of personal problems counseling. Much like the girls, the boys demonstrated a high degree of satisfaction for this area. The only exception was the senior boys response to the service, "The satisfaction of understanding myself after a counseling interview", for which they had a mean response of 3.09.

Table 23 follows the same pattern as the other tables for the personal problems counseling area with the exception of the junior response. The juniors response to the service of, "The satisfaction of understanding myself after a counseling interview", was recorded as a 3.08 mean response.

When examining the results recorded on Table 24 one will notice the relative high degree of satisfaction with this area in depth. The service, "The extent to which the counselor would keep my interview confidential (private)", received an accumulative response of 4.06.

TABLE 25

Distribution of Counselor Sex Preference

R	Class Level	Sex	Previous Counselor			Counselor Preference					
			M	F	B	M	%	F	%	B	%
223	Freshman	Girls	0	218	5	2	1%	152	68%	69	31%
255	Freshman	Boys	0	244	11	54	21%	47	15%	154	64%
93	Freshman	X	0	48	5	16	19%	39	41%	38	40%
571	Freshman	Total	0	550	21	72	13%	238	41%	261	46%
203	Soph.	Girls	49	108	45	51	25%	78	38%	74	37%
211	Soph.	Boys	79	92	40	94	45%	24	11%	93	44%
59	Soph.	X	13	28	18	18	31%	13	22%	28	47%
473	Soph.	Total	141	228	103	163	34%	135	24%	218	42%
206	Junior	Girls	82	102	22	48	23%	40	19%	118	58%
203	Junior	Boys	83	101	19	106	52%	8	4%	89	44%
27	Junior	X	7	18	2	5	18%	8	29%	14	53%
436	Junior	Total	172	221	43	159	31%	56	17%	221	52%
210	Senior	Girls	17	95	98	22	10%	59	28%	129	62%
230	Senior	Boys	50	82	98	59	26%	69	30%	102	44%
8	Senior	X	2	4	2	4	50%	1	13%	3	37%
448	Senior	Total	69	181	198	85	29%	131	19%	233	47%
842	Total	Girls	148	523	171	123	15%	331	39%	388	46%
899	Total	Boys	212	519	168	313	34%	148	16%	438	50%
18	Total	X	22	138	27	43	23%	61	33%	83	44%
1928	Total all groups		382	1180	479	479	27%	540	29%	899	44%

Key:

R=Total responses for the particular group

M=The number of students who had a male counselor

F=The number of students who had a female counselor

B=The number of students who had both sexes of counselors

X=The number of students that did not indicate their sex on the questionnaire

% =The per cent of students that indicated a preference for that counselor

B=The number of students that indicated they had no preference for the sex of their counselor

Discussion of Counselor Sex Preference Table

When examining the results indicated by Table 25, "Distribution of Counselor Sex Preference", one would note that there was a significant preference for the sex of a counselor for which the students wished to

Discussion of Counselor Sex preference Table
(continued)

have their counseling interview. However, more evident was the preference indicated at the separate class levels. For example, 68% of the freshman girls had a preference to see a female counselor while having only a 1% preference to see a male. The freshman boys indicated a stronger preference for a male counselor, 21%, than they did for a female counselor a,15%. As a complete class, the freshman had a 41% preference for a female counselor and only a 13% preference for a male. The sophomore girls were more closely related for preferences, with a 25% preference for a male and a 38% preference for a female. However, the sophomore boys had a high preference, 45%, for a male counselor to an 11% preference for a female counselor. The junior girls indicated a preference for a male counselor over a female counselor with a 23% to a 19% preference. Whereas, the junior boys reflected a 52% preference for a male counselor to a 4% preference for a female counselor., the junior class had a 31% preference for a male counselor as compared to a 17% preference for a female counselor. The senior girls indicated a preference of a female counselor over a male counselor with a 29% preference compared to a 10%. The senior boys as well, indicated a higher preference for a female counselor with a 30% preference compared to a 26% preference for a male.

As a composite total of the 842 girls who responded, 123 or 15% indicated they would prefer to see a male counselor and 331, or 39%, preferred to see a female counselor. The remaining 388, or 46%, indicated no preference for the sex of a counselor.

Of the 899 boys who responded, 313, or 34%, preferred to see a male counselor while only 148, or 16%, preferred to see a female counselor. The remaining 438, boys or 50%, had no preference for the sex of the counselor for whom they wished an interview.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

A study was conducted at Arlington High School to survey the student body as to their satisfaction with six main guidance areas and the various services provided within each area. By means of a thirty-seven item questionnaire the writer compiled several outstanding results.

Conclusions

From the results accumulated and distributed on the preceding tables, the writer made the following conclusions:

1. Because of the large return of the questionnaire, (97%), this study should be considered reliable.
2. Because of the stable mean response for the educational area, with the exception of the freshman girl's response for the service, "The help I have received in planning my high school career", the results indicated the groups surveyed were satisfied.
3. Because of the low degree of satisfaction indicated for the vocational and occupational area, it is evident that assistance is needed in this area.
4. Because of the number of blank responses for the vocational and occupational area, it was possible that the various groups were not aware of the services available for them in this area.
5. Because of the relative high mean response indicated for the service, "The information I have had provided to me during career day", it was evident that this service was providing useful information.

6. Because of the low mean response of 2.87 for the service, "The information available to me concerning college scholarships", it was evident that more information was needed in this area.

7. Because of the relative high degree of satisfaction for the testing area, it was evident that the groups were more satisfied than dissatisfied with this area.

8. Because of the low response for the service, "The conditions under which I was tested", it was evident that the conditions were not as they should have been while taking standardized tests.

9. Because of the even distribution of responses for the group sessions area, there was evidence that the groups were neither satisfied nor dissatisfied.

10. Because of the high degree of satisfaction for the personal problems area, it was evident that the sampling groups were extremely satisfied with this area.

11. Because the service, "The extent to which the counselor would keep my interview confidential (private)", recorded a mean response of 4.08, it was evident that the students of Arlington High School felt the security and confidence necessary for a good counseling situation.

12. Because of the contrast for the preference of the sex of a counselor indicated by the freshman girls, it was evident that the girls preferred to see a female counselor instead of a male counselor.

13. Because of the preference indicated by the junior boys for a male counselor over a female counselor, it was evident the boys preferred to have their counseling interviews with men.

14. Because of the distribution of responses for the various groups, it was evident that the girls would preferred to see a female counselor, while

the boys would prefer to see a male counselor.

15. Because of the difference of responses recorded at the various class level, there was a possibility that each class was not aware of the needs of the other classes.

16. Because of the low response recorded for the freshmen and sophomores, there was a possibility that the students were not aware of the various services provided for them.

Recommendations

Based upon the findings of the survey conducted at Arlington High School, the writer made the following recommendations:

1. Have a closer relationship with the junior high schools so the freshmen will be more aware of the services provided for them when they enter high school.
2. To provide more information concerning girl's trade or professional schools.
3. To conduct a job survey of the Arlington area to provide information concerning area employment.
4. To continue the use of career day as a method of conveying vocational information to the students.
5. To provide information concerning college scholarships easier for all students to obtain.
6. To improve the conditions for standardized testing, by having smaller groups and more proctors.
7. To provide both a male and a female counselor at each class level and especially the freshmen level.

Appendix A

Year in school: 9 ☐ 10 ☐ 11 ☐ 12 ☐ Sex: Male ☐ Female ☐

I have had my counseling interview with a: Man ☐ Woman ☐ Both ☐

I would prefer to have my counseling interview with a:

Man ☐ Woman ☐ Either ☐

DIRECTIONS: Using the key provided place a (x) in the space representing your satisfaction with the guidance service mentioned. If you are unable to answer the question, please leave the space blank.

- KEY:**
- (5) I HAVE BEEN COMPLETELY SATISFIED WITH
 - (4) I HAVE BEEN MORE SATISFIED THAN DISSATISFIED WITH
 - (3) I HAVE BEEN NEITHER SATISFIED NOR DISSATISFIED WITH
 - (2) I HAVE BEEN MORE DISSATISFIED THAN SATISFIED WITH
 - (1) I HAVE BEEN COMPLETELY DISSATISFIED WITH

	5	4	3	2	1
<u>EDUCATIONAL</u>					
1. The help I have received in planning my high school program.					
2. The opportunity I have had in talking to a counselor when I have had trouble with my courses.					
3. The information that has been available to me concerning improvement of study habits.					
4. The availability of a counselor that is provided for my parents and me so that we may discuss my progress in school.					
<u>VOCATIONAL AND OCCUPATIONAL</u>					
1. The help I have received in investigating an occupation.					
2. The opportunity I have been given to be aware of available part time employment.					
3. The help I have received through information in the occupational files.					

	5	4	3	2	1
4. The information I have had available with regard to outside employment agencies.					
5. The information I have received in investigating vocation and/or trade schools.					
6. The information I have had provided to me during career day.					
7. The information I have had available concerning my military obligation.					
8. The availability of a counselor who could give me information concerning my career choice.					
COLLEGE GUIDANCE					
1. The amount of information about colleges available to me					
2. The way the counselor has pointed out the importance of further goals when planning a college education.					
3. The information available to me concerning college entrance requirements.					
4. The information available to me concerning college scholarships.					
5. The availability of a counselor when I wish to talk about my college career.					
TESTING					
1. The explanation of the purpose of standardized tests.					
2. The interpretation of the results of standardized tests.					
3. The conditions under which I was tested.					
4. The way in which the counselor interprets the results of the standardized tests.					
5. The availability of the counselor who could interpret the results of standardized tests.					
GROUP SESSIONS					
1. The information I have received about graduation requirements.					
2. The information I was given about courses offered.					

	5	4	3	2	1
3. The information I have received about school policies.					
4. The information I have received about college requirements.					
5. The way in which information had been conveyed (given) to me during group sessions.					
<u>PERSONAL PROBLEMS</u>					
1. The opportunity to talk freely during a counseling interview.					
2. The extent to which the counselor seemed to understand my problem.					
3. The satisfaction of understanding myself after a counseling interview.					
4. The extent to which the counselor would keep my interview confidential (private).					
5. The availability of a counselor who would talk to me concerning a personal problem.					

Appendex B

TO: Homeroom Teachers

FROM: Mr. Stansbury

Mr. William Myers, an Arlington staff member, has prepared the following questionnaire to collect data for his Master's thesis at Eastern Illinois University. While serving this purpose we also feel that additional benefits can be gained from this evaluation of guidance services. We ask your cooperation in making this survey successful.

Please encourage students to fill in the information at the top of page and read the directions before they begin the survey. They should ~~not~~ put their names on this sheet. Some questions will not apply to all students, particularly at the 9th and 10th grade level. Please explain that for such items the student is to leave those items blank.

When questionnaires are completed return them to office 109.

Appendix C

Grade Level						
Area						
Point Ques. Value Number	5	4	3	2	1	Blank
# 1						
# 2						
# 3						
# 4						
# 5						
# 6						
# 7						
# 8						

Appendix D

Area - Group Sessions

Question -

Level -

Numerical Value	Number of Responses	Mean Score	Number of Blank Responses

Area -

Question -

Level -

Numerical Value	Number of Responses	Mean Score	Number of Blank Responses

Area -

Question -

Level -

Numerical Value	Number of Responses	Mean Score	Number of Blank Responses

Area -

Question -

Level -

Numerical Value	Number of Responses	Mean Score	Number of Blank Responses

Appendix E

The Distribution of Responses Given by Various Class Levels and Sex

Area: Schooling

Question: #1

	5	4	3	2	1	Blank
Freshman Boys	74	85	63	16	3	14
Freshman Girls	63	77	49	14	10	11
Freshman X	22	28	33	2	1	7
Sophomore Boys	69	72	44	11	3	3
Sophomore Girls	50	71	59	15	4	3
Sophomore X	17	18	13	4	2	3
Junior Boys	55	10	55	17	5	2
Junior Girls	67	70	43	19	6	2
Junior X	7	8	9	3	0	0
Senior Boys	53	80	60	42	12	3
Senior Girls	49	78	51	23	7	1
Senior X	1	1	3	2	1	0

Appendix F

The Distribution of Responses Given by Various Class Levels and Sex

Area: Educational

Question: #2

	5	4	3	2	1	Blank
Freshman Boys	100	52	56	15	6	26
Freshman Girls	96	46	35	9	4	23
Freshman I	38	21	19	5	2	3
Sophomore Boys	57	45	53	16	11	13
Sophomore Girls	52	52	48	23	10	20
Sophomore I	24	13	7	5	4	4
Junior Boys	77	56	51	14	4	11
Junior Girls	68	60	44	20	5	10
Junior I	12	9	4	1	1	0
Senior Boys	58	54	70	21	16	11
Senior Girls	48	62	56	21	12	9
Senior I	1	3	3	2	1	0

Appendix C

The Distribution of Responses Given by Various Class Levels and Sex

Area: Educational

Question: #3

	5	4	3	2	1	Blank
Freshman Boys	43	63	73	26	12	32
Freshman Girls	33	50	71	15	8	36
Freshman X	20	19	25	13	7	9
Sophomore Boys	23	28	89	26	16	28
Sophomore Girls	17	36	71	29	14	37
Sophomore X	9	12	15	5	7	10
Junior Boys	15	37	83	36	19	16
Junior Girls	24	34	77	25	9	38
Junior X	0	5	12	6	3	1
Senior Boys	19	44	76	45	21	14
Senior Girls	13	37	89	20	17	34
Senior X	0	1	5	0	1	1

Appendix H

The Distribution of Responses Given by Various Class Levels and Sex

Area: Educational

Question: #4

	5	4	3	2	1	Blank
Freshman Boys	78	61	68	13	8	25
Freshman Girls	76	54	46	11	5	30
Freshman X	29	23	22	6	3	10
Sophomore Boys	54	32	65	14	2	33
Sophomore Girls	38	46	56	18	12	31
Sophomore X	14	11	14	7	2	9
Junior Boys	54	43	68	7	17	14
Junior Girls	57	34	55	14	7	41
Junior X	8	4	9	1	2	3
Senior Boys	52	33	78	27	20	20
Senior Girls	41	38	76	21	14	20
Senior X	0	2	2	2	1	1

Appendix I

The Distribution of Responses Given by Various Class Levels and Sex

Area: Vocational and Occupational

Question: #1

	5	4	3	2	1	Blank
Freshman Boys	20	26	53	13	12	129
Freshman Girls	22	19	47	9	7	107
Freshman X	3	7	21	4	3	48
Sophomore Boys	22	28	46	20	13	69
Sophomore Girls	16	21	38	18	19	89
Sophomore X	4	7	13	4	5	23
Junior Boys	19	29	77	24	21	36
Junior Girls	26	28	61	26	11	57
Junior X	2	3	10	5	3	4
Senior Boys						
Senior Girls	23	40	54	23	23	46
Senior X	0	0	3	2	2	1

Appendix J

The Distribution of Responses Given by Various Class Levels and Sex

Area: Vocational and Occupational

Question: #2

	5	4	3	2	1	Blank
Freshman Boys	24	34	33	13	16	131
Freshman Girls	13	10	30	11	8	138
Freshman X	3	4	15	4	3	63
Sophomore Boys	9	9	50	21	28	84
Sophomore Girls	9	14	26	20	21	113
Sophomore X	5	4	8	2	10	28
Junior Boys	24	28	67	28	21	40
Junior Girls	14	17	55	27	22	74
Junior X	2	1	12	1	5	6
Senior Boys	19	26	80	33	21	50
Senior Girls	10	27	60	25	21	67
Senior X	0	2	3	1	1	1

Appendix K

The Distribution of Responses Given by Various Class Levels and Sex

Area: Vocational and Occupational

Question: #3

	5	4	3	2	1	Blank
Freshman Boys	10	13	44	12	22	157
Freshman Girls	10	10	36	7	5	144
Freshman X	3	1	10	4	5	70
Sophomore Boys	3	12	44	20	22	100
Sophomore Girls	5	12	25	12	21	121
Sophomore X	1	6	6	1	9	34
Junior Boys	8	15	80	22	21	61
Junior Girls	6	24	65	15	10	91
Junior X	0	3	13	1	3	7
Senior Boys	6	17	94	23	21	64
Senior Girls	8	16	62	18	20	86
Senior X	0	0	3	2	1	2

Appendix L

The Distribution of Responses Given by Various Class Levels and Sex

Area: Vocational and Occupational

Question: #4

	5	4	3	2	1	Blank
Freshman Boys	8	7	43	11	26	156
Freshman Girls	6	5	44	9	8	157
Freshman X	3	1	8	4	6	71
Sophomore Boys	1	6	41	22	27	103
Sophomore Girls	6	8	22	12	16	117
Sophomore X	1	6	5	3	6	36
Junior Boys	11	12	68	22	22	58
Junior Girls	1	9	62	18	19	100
Junior X	1	1	12	1	4	8
Senior Boys	7	12	86	26	26	74
Senior Girls	1	14	67	18	12	96
Senior X	0	0	2	3	0	2

Appendix M

The Distribution of Responses Given by Various Class Levels and Sex

Area: Vocational and Occupational

Question: #5

	5	4	3	2	1	Blank
Freshman Boys	12	10	47	12	19	144
Freshman Girls	9	7	40	9	4	139
Freshman X	3	3	8	3	6	70
Sophomore Boys	5	15	45	17	19	101
Sophomore Girls	8	15	32	8	15	124
Sophomore X	3	4	10	1	4	35
Junior Boys	16	17	68	19	20	67
Junior Girls	11	25	56	17	15	89
Junior X	2	4	10	1	1	8
Senior Boys	10	27	80	20	16	72
Senior Girls	12	33	61	11	15	78
Senior X	0	0	5	0	0	3

Appendix N

The Distribution of Responses Given by Various Class Levels and Sex

Area: Vocational and Occupational

Question: #6

	5	4	3	2	1	Blank
Freshman Boys	91	57	31	12	14	49
Freshman Girls	87	42	34	7	3	36
Freshman X	37	17	9	5	3	22
Sophomore Boys	72	53	25	15	11	23
Sophomore Girls	55	59	34	19	11	25
Sophomore X	9	15	9	6	8	10
Junior Boys	61	58	42	11	16	14
Junior Girls	72	65	24	13	14	25
Junior X	7	8	7	1	2	2
Senior Boys	58	78	31	21	19	17
Senior Girls	68	60	29	22	21	23
Senior X	3	4	1	0	0	0

Appendix O

The Distribution of Responses Given by Various Class Levels and Sex

Area: Vocational and Occupational

Question: #7

	5	4	3	2	1	Blank
Freshman Boys	6	16	30	15	24	163
Freshman Girls	6	4	28	2	6	175
Freshman X	2	4	8	2	5	72
Sophomore Boys	11	5	42	19	29	94
Sophomore Girls	5	5	16	2	11	161
Sophomore X	0	1	8	1	9	37
Junior Boys	13	14	59	20	34	53
Junior Girls	2	0	34	4	8	156
Junior X	0	0	7	2	4	14
Senior Boys	13	24	72	27	40	55
Senior Girls	1	2	34	3	5	161
Senior X	1	0	4	0	1	2

Appendix P

The Distribution of Responses Given by Various Class Levels and Sex

Area: Vocational and Occupational

Question: #8

	5	4	3	2	1	Blank
Freshman Boys	46	37	40	7	15	107
Freshman Girls	52	38	29	8	1	78
Freshman X	16	16	14	4	1	41
Sophomore Boys	40	31	42	11	10	64
Sophomore Girls	34	32	24	21	15	79
Sophomore X	13	5	14	5	3	17
Junior Boys	35	36	60	19	23	30
Junior Girls	58	39	39	23	18	32
Junior X	4	8	5	4	3	3
Senior Boys	31	38	75	28	28	40
Senior Girls	31	50	60	17	15	38
Senior X	0	0	4	3	0	1

Appendix Q

The Distribution of Responses Given by Various Class Levels and Sex

Area: College Guidance

Question: #1

	5	4	3	2	1	Blank
Freshman Boys	25	24	38	14	11	139
Freshman Girls	25	13	33	5	3	131
Freshman X	13	6	12	2	4	59
Sophomore Boys	31	28	44	15	10	75
Sophomore Girls	26	25	27	10	6	107
Sophomore: X	7	8	7	3	7	25
Junior Boys	56	46	56	14	10	35
Junior Girls	57	57	35	14	14	31
Junior X	4	5	10	4	2	3
Senior Boys	88	68	44	14	11	5
Senior Girls	80	62	23	13	12	19
Senior X	2	3	2	1	0	0

Appendix R

The Distribution of Responses Given by Various Class Levels and Sex

Area: College Guidance

Question: #2

	5	4	3	2	1	Blank
Freshman Boys	31	42	39	9	10	120
Freshman Girls	24	37	20	8	0	123
Freshman X	9	10	11	6	6	54
Sophomore Boys	40	31	44	10	5	74
Sophomore Girls	25	26	28	10	11	101
Sophomore X	7	8	7	6	3	26
Junior Boys	41	32	67	26	12	26
Junior Girls	40	52	45	22	11	38
Junior X	3	6	6	6	3	4
Senior Boys	49	41	79	20	19	12
Senior Girls	42	49	54	18	16	30
Senior X	2	0	4	0	1	1

Appendix S

The Distribution of Responses Given by Various Class Levels and Sex

Area: College Guidance

Question: #3

	5	4	3	2	1	Blank
Freshman Boys	21	19	38	20	13	141
Freshman Girls	17	17	35	6	7	130
Freshman X	7	8	7	9	7	58
Sophomore Boys	25	25	47	18	11	78
Sophomore Girls	16	26	25	21	6	109
Sophomore X	6	6	16	4	3	22
Junior Boys	35	42	48	32	19	28
Junior Girls	36	48	51	22	10	41
Junior X	4	2	12	3	3	4
Senior Boys	74	70	53	16	12	6
Senior Girls	88	65	21	10	11	20
Senior X	3	2	2	0	0	1

Appendix T

The Distribution of Responses Given by Various Class Levels and Sex

Area: College Guidance

Question: #4

	5	4	3	2	1	Blank
Freshman Boys	15	11	41	20	16	148
Freshman Girls	6	9	34	9	7	145
Freshman X	5	4	8	7	8	64
Sophomore Boys	7	12	56	15	10	120
Sophomore Girls	4	19	32	15	10	99
Sophomore X	3	1	10	8	8	27
Junior Boys	18	30	69	27	24	37
Junior Girls	21	26	59	25	13	65
Junior X	1	1	11	7	3	5
Senior Boys	19	50	79	44	25	21
Senior Girls	39	30	57	12	14	48
Senior X	0	1	3	1	1	2

Appendix U

The Distribution of Responses Given by Various Class Levels and Sex

Area: College Guidance

Question: #5

	5	4	3	2	1	Blank
Freshman Boys	44	22	31	9	12	133
Freshman Girls	33	17	23	8	2	123
Freshman X	13	6	12	2	4	59
Sophomore Boys	39	12	53	9	4	85
Sophomore Girls	21	37	32	11	6	102
Sophomore X	11	9	8	2	3	24
Junior Boys	61	37	49	16	10	31
Junior Girls	62	50	36	15	9	32
Junior X	2	1	2	1	0	1
Senior Boys	56	57	52	28	31	5
Senior Girls	48	52	34	26	24	25
Senior X	2	0	3	2	1	0

Appendix V

The Distribution of Responses Given by Various Class Levels and Sex

Area: Testing

Question: #1

	5	4	3	2	1	Blank
Freshman Boys	95	66	43	12	17	19
Freshman Girls	88	62	30	7	8	15
Freshman X	33	27	14	2	8	9
Sophomore Boys	50	57	63	27	7	19
Sophomore Girls	61	51	48	18	14	11
Sophomore X	15	13	16	7	3	3
Junior Boys	54	48	53	18	20	13
Junior Girls	68	46	60	12	7	15
Junior X	7	5	9	2	4	0
Senior Boys	52	66	76	23	11	6
Senior Girls	52	55	42	27	15	18
Senior X	2	2	3	1	0	0

Appendix W

The Distribution of Responses Given by Various Class Levels and Sex

Area: Testing

Question: 2

	5	4	3	2	1	Blank
Freshman Boys	86	66	46	14	19	16
Freshman Girls	95	50	37	11	6	13
Freshman X	34	25	9	8	6	11
Sophomore Boys	69	58	42	9	5	15
Sophomore Girls	68	54	46	14	6	13
Sophomore X	21	15	11	6	1	3
Junior Boys	63	53	52	14	14	10
Junior Girls	74	54	43	14	8	17
Junior X	8	7	7	5	0	0
Senior Boys	62	68	64	14	13	10
Senior Girls	52	66	35	19	13	23
Senior X	2	3	3	1	0	0

Appendix X

The Distribution of Responses Given by Various Class Levels and Sex

Area: Teating

Question: #3

	5	4	3	2	1	Blank
Freshman Boys	61	80	61	11	15	18
Freshman Girls	61	64	53	17	8	11
Freshman X	19	39	19	2	4	10
Sophomore Boys	32	43	49	31	28	13
Sophomore Girls	32	47	58	21	34	9
Sophomore X	13	9	15	8	10	2
Junior Boys	42	51	56	27	18	12
Junior Girls	50	49	55	22	5	18
Junior X	5	6	7	3	5	1
Senior Boys	49	80	56	24	13	8
Senior Girls	45	59	48	18	17	21
Senior X	2	1	4	1	0	0

Appendix Y

The Distribution of Responses Given by Various Class Levels and Sex

Area: Testing

Question: #4

	5	4	3	2	1	Blank
Freshman Boys	82	55	40	16	15	22
Freshman Girls	82	53	43	8	4	19
Freshman X	31	26	14	5	5	12
Sophomore Boys	53	55	48	12	5	22
Sophomore Girls	56	58	53	13	8	15
Sophomore X	21	15	12	3	2	4
Junior Boys	51	62	51	25	5	12
Junior Girls	70	65	50	8	1	14
Junior X	7	9	7	3	1	0
Senior Boys	51	65	72	12	15	14
Senior Girls	45	68	40	16	12	27
Senior X	2	1	5	0	0	0

Appendix Z

The Distribution of Responses Given by Various Class Levels and Sex

Area: Testing

Question: #5

	5	4	3	2	1	Blank
Freshman Boys	87	48	59	10	8	36
Freshman Girls	93	43	39	5	2	28
Freshman X	34	20	16	3	3	17
Sophomore Boys	52	47	44	8	5	23
Sophomore Girls	49	55	50	15	4	29
Sophomore X	21	10	11	4	2	9
Junior Boys	67	46	54	11	10	17
Junior Girls	76	54	42	11	5	18
Junior X	8	10	4	2	1	2
Senior Boys	50	47	76	26	18	14
Senior Girls	43	50	51	21	13	30
Senior X	1	1	5	1	0	0

Appendix AA

The Distribution of Responses Given by Various Class Levels and Sex

Area: Group Sessions

Question: #1

	5	4	3	2	1	Blank
Freshman Boys	48	36	68	18	13	77
Freshman Girls	37	39	39	10	5	75
Freshman X	15	19	15	7	3	34
Sophomore Boys	43	46	46	12	9	45
Sophomore Girls	55	56	33	12	8	37
Sophomore X	17	11	19	4	2	14
Junior Boys	63	49	42	16	10	21
Junior Girls	72	67	34	9	7	19
Junior X	7	6	6	4	1	3
Senior Boys	64	57	67	13	14	14
Senior Girls	81	50	37	13	13	13
Senior X	2	1	4	0	1	0

Appendix AB

The Distribution of Responses Given by Various Class Levels and Sex

Area: Group Sessions

Question: #2

	5	4	3	2	1	Blank
Freshman Boys	73	53	42	23	14	41
Freshman Girls	61	60	42	5	3	50
Freshman X	33	17	13	8	0	22
Sophomore Boys	56	55	43	16	6	25
Sophomore Girls	64	49	45	17	4	23
Sophomore X	20	12	11	3	1	10
Junior Boys	70	55	41	14	6	15
Junior Girls	17	63	37	19	7	10
Junior X	7	7	7	1	2	3
Senior Boys	55	70	66	18	9	10
Senior Girls	71	61	38	19	10	9
Senior X	2	1	5	0	0	0

Appendix AC

The Distribution of Responses Given by Various Class Levels and Sex

Area: Group Sessions

Question: Q3

	5	4	3	2	1	Blank
Freshman Boys	53	59	63	17	16	45
Freshman Girls	44	55	49	8	0	54
Freshman X	22	21	18	7	2	23
Sophomore Boys	46	37	63	16	5	31
Sophomore Girls	56	41	58	7	7	32
Sophomore X	12	12	9	7	3	14
Junior Boys	50	42	67	12	7	22
Junior Girls	57	60	55	12	5	18
Junior X	3	7	9	4	1	3
Senior Boys	38	53	75	29	20	14
Senior Girls	57	57	50	21	12	10
Senior X	2	1	3	2	0	0

Appendix AD

The Distribution of Responses Given by Various Class Levels and Sex

Area: Group Sessions

Question: 4

	5	4	3	2	1	Blank
Freshman Boys	14	29	56	28	22	101
Freshman Girls	18	23	50	4	7	43
Freshman X	6	14	17	8	4	44
Sophomore Boys	28	37	36	21	9	55
Sophomore Girls	29	24	37	27	14	56
Sophomore X	7	6	17	9	2	16
Junior Boys	33	43	47	32	14	31
Junior Girls	37	38	50	25	10	27
Junior X	2	7	7	5	5	3
Senior Boys	51	66	71	20	11	13
Senior Girls	74	53	32	20	11	19
Senior X	2	1	3	2	0	0

Appendix AE

The Distribution of Responses Given by Various Class Levels and Sex

Area: Group Sessions

Question: #5

	5	4	3	2	1	Blank
Freshman Boys	32	47	59	23	13	76
Freshman Girls	36	45	36	9	6	74
Freshman X	13	16	19	5	2	38
Sophomore Boys	18	31	69	17	11	43
Sophomore Girls	22	40	65	16	5	52
Sophomore X	9	11	17	6	4	10
Junior Boys	25	48	60	21	16	33
Junior Girls	45	50	55	22	4	31
Junior X	1	4	14	1	3	4
Senior Boys	20	62	86	18	20	23
Senior Girls	34	58	54	15	18	29
Senior X	2	0	5	0	0	1

Appendix A'

The Distribution of Responses Given by Various Class Levels and Sex

Area: Personal Problems

Question: #1

	5	4	3	2	1	Blank
Freshman Boys	106	52	47	10	9	30
Freshman Girls	96	46	32	8	4	24
Freshman X	38	23	13	7	4	8
Sophomore Boys	76	41	33	10	12	32
Sophomore Girls	63	42	45	16	14	22
Sophomore X	19	11	8	8	5	6
Junior Boys	87	42	40	14	5	11
Junior Girls	74	51	32	26	10	11
Junior X	9	8	8	2	0	0
Senior Boys	64	56	59	17	14	20
Senior Girls	65	54	45	22	13	9
Senior X	2	1	3	1	0	1

Appendix AG

The Distribution of Responses Given by Various Class Levels and Sex

Area: Personal Problems

Question: #2

	5	4	3	2	1	Blank
Freshman Boys	81	62	52	13	8	41
Freshman Girls	79	57	35	3	7	33
Freshman X	33	24	12	4	2	18
Sophomore Boys	76	33	38	10	6	39
Sophomore Girls	59	39	36	19	20	32
Sophomore X	12	18	11	5	4	7
Junior Boys	64	44	49	19	10	28
Junior Girls	66	55	36	28	10	13
Junior X	5	8	8	1	2	2
Senior Boys	44	69	61	23	11	21
Senior Girls	52	58	47	21	21	10
Senior X	3	0	2	2	0	1

Appendix AH

The Distribution of Responses Given by Various Class Levels and Sex

Area: Personal Problems

Question: #3

	5	4	3	2	1	Blank
Freshman Boys	59	66	66	12	10	41
Freshman Girls	50	49	51	7	4	44
Freshman I	27	22	20	4	3	17
Sophomore Boys	46	40	50	16	6	44
Sophomore Girls	28	49	50	12	19	43
Sophomore I	11	9	19	4	5	9
Junior Boys	41	53	47	18	13	21
Junior Girls	31	54	64	27	14	18
Senior Boys	30	53	79	25	12	29
Senior Girls	39	49	60	19	19	22
Senior I	1	2	3	0	1	1

Appendix AI

The Distribution of Responses Given by Various Class Levels and Sex

Area: Personal Problems

Question: #4

	5	4	3	2	1	Blank
Freshman Boys	117	42	36	7	9	39
Freshman Girls	102	40	25	5	6	32
Freshman X	42	14	16	1	2	18
Sophomore Boys	80	28	37	13	16	17
Sophomore Girls	77	35	27	5	9	47
Sophomore X	23	12	9	0	5	8
Junior Boys	93	39	33	4	4	31
Junior Girls	103	33	26	9	2	25
Junior X	12	6	5	0	0	4
Senior Boys	85	46	52	5	10	32
Senior Girls	85	35	39	10	13	24
Senior X	3	1	3	0	0	1

Appendix A J

The Distribution of Responses Given by Various Class Levels and Sex

Area: Personal Problems

Question: 45

	5	4	3	2	1	Blank
Freshman Boys	81	46	31	4	6	42
Freshman Girls	88	49	48	13	8	47
Freshman X	34	19	15	0	5	20
Sophomore Boys	55	39	41	9	15	42
Sophomore Girls	48	34	44	27	16	33
Sophomore X	13	12	12	2	8	10
Junior Boys	70	36	52	8	11	27
Junior Girls	70	47	42	17	8	24
Junior X	11	3	9	2	0	2
Senior Boys	46	46	50	18	28	39
Senior Girls	46	39	50	22	22	29
Senior X	1	0	5	1	0	1

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